

OHIO UNIVERSITY BULLETIN



THE EXTENSION DIVISION
Correspondence Study
1939 - 1940

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JUNE, 1939

ATHENS, OHIO



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THE UNIVERSITY CALENDAR

1939 - 1940

SUMMER SESSION

1939

June 12, Mon. Registration
June 13, Tues. Classes begin
June 17, Sat. Last date for filing application for graduation in August
July 4, Tues. Independence Day, a holiday
July 30, Sun. Baccalaureate Sunday
Aug. 1, Tues. Master's theses due in the library
Aug. 2, Wed. Beginning of final examinations
Aug. 4, Fri. Session closes—Commencement

POST SUMMER SESSION

Aug. 7, Mon. Registration in the morning. Classes in the afternoon
Aug. 25, Fri. Final examinations begin at 1:00 P. M.
Aug. 26, Sat. Session closes

FIRST SEMESTER

Sept. 11, Mon. Tests and meetings for freshmen
Sept. 12, Tues. Advising of students in degree colleges
Sept. 13, Wed. Registration of students in degree colleges
Sept. 14, Thurs. Counseling of University College students in the morning
Sept. 15, Fri. Registration of University College students begins at 1:00 P. M.
Sept. 23, Sat. Registration of University College students closes at noon
Nov. 11, Sat. Classes begin at 1:00 P. M. with the Thursday schedule
Nov. 28, Tues. Last date for filing application for graduation in January
Dec. 4, Mon. Mid-semester reports
Dec. 22, Fri. Thanksgiving recess begins after the close of the last class
1940
Jan. 8, Mon. Classes resume
Jan. 20, Sat. Beginning of final examinations
Jan. 22, Mon. Master's theses due in the library
Jan. 27, Sat. Session closes

SECOND SEMESTER

Jan. 29, Mon. Advising of students in degree colleges
Jan. 30, Tues. Registration of students in degree colleges
Jan. 31, Wed. Registration for University College students
Feb. 1, Thurs. Classes begin
Feb. 10, Sat. Last date for filing application for graduation in June
Mar. 29, Fri. Mid-semester reports
Mar. 29, Fri. Spring recess begins after the close of the last class
Apr. 8, Mon. Classes resume
May 24, Fri. Beginning of final examinations
May 28, Tues. Master's theses due in the library
May 30, Thurs. Memorial Day, a holiday
June 2, Sun. Baccalaureate Sunday
June 3, Mon. Session closes—Commencement

OHIO UNIVERSITY

CORRESPONDENCE STUDY

Herman G. James, J.D., Ph.D., LL.D. _____ President
Thomas Cooke McCracken, Ph.D. _____ Provost
James Floyd Dixon, A.M. _____ Director of University Extension

COMMITTEE ON EXTENSION DIVISION

James Floyd Dixon, Chairman; Thomas Cooke McCracken (ex officio);
Frank B. Dilley (ex officio); James Ruey Patrick, Edward August Taylor
*Leona Hughes, B.S.Ed. _____ Secretary in the Extension Division
Mary Guerra, B.S.Ed. _____ Acting Secretary in the Extension Division

FACULTY**

William Franklin Copeland, Ph.D.	Professor of Agriculture
Thomas Nathanael Hoover, Ph.M., A.M.	Professor of History
William Alderman Matheny, Ph.D.	Professor of Botany
Robert Lee Morton, Ph.D.	Professor of Education
Victor Dwight Hill, A.B.	Professor of Classical Languages
James Pertice Porter, Ph.D.	Professor of Psychology
Clyde Edwards Cooper, Ph.D.	Professor of Geography and Geology
Edwin Bert Smith, Ph.D.	Professor of Government
Clinton Nichols Mackinnon, A.M.	Professor of English
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Frederick Hartzler Krecker, Ph.D.	Professor of Zoology
Albert Tangeman Volwiler, Ph.D.	Professor of History
Horace Thomas Houf, A.M., L.H.D.	Professor of Philosophy
Lawrence Carl Mitchell, A.M.	Professor of Painting and Allied Arts
Frank Walter Reed, Ph.D.	Professor of Mathematics
Edith Armstrong Wray, Ph.D.	Professor of English
Richard Allen Foster, Ph.D.	Professor of English
Joseph Bunn Heidler, Ph.D.	Professor of English
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Evan Johnson Jones, Jr., A.M.	Associate Professor of History
Harry Houston Peckham, A.M.	Associate Professor of English
Henry John Jeddelloh, A.M.	Associate Professor of Sociology
Olin Dee Morrison, A.M.	Associate Professor of History
Albert Wesley Boetticher, M.S.	Associate Professor of Botany
James Floyd Dixon, A.M.	Part-time Associate Professor of Education

*On leave of absence until July 1, 1939.

**Arranged in order of priority of service within respective ranks, as of June 1, 1939.

Roy Hoyt Paynter, M.B.A. _____ Associate Professor of Marketing
Ralph Ferdinand Beckert, A.M. _____ Associate Professor of Accounting
George William Starcher, Ph.D. _____ Associate Professor of Mathematics
Donald Roop Clippinger, Ph.D. _____ Associate Professor of Chemistry
Edwin Theodore Hellebrandt, Ph.D. _____ Associate Professor of Economics
Edward August Taylor, Ph.D. _____ Associate Professor of Sociology
Clarence Lorenzo Dow, Ph.D. _____ Associate Professor of Geography and Geology
Darrell Bennett Green, Ph.D. _____ Associate Professor of Electrical Engineering
and Physics
Charles Richard Kinison, M.S.Ed. _____ Associate Professor of Industrial Arts
Thurman Carlisle Scott, Ph.D. _____ Associate Professor of Psychology
Margaret Thelma Hampel, Ed.D. _____ Associate Professor of Education

Neil Duncan Thomas, B.S. _____ Assistant Professor of Civil Engineering
John Robert Gentry, Ed.M. _____ Assistant Professor of Psychology
Mariam Sarah Morse, A.M. _____ Assistant Professor of Home Economics
Allen Raymond Kresge _____ Assistant Professor of Organ, Harmony, and Piano
Carl Oscar Hanson, Ph.D. _____ Assistant Professor of Banking and Finance
Joseph Peter Trepp, A.M. _____ Assistant Professor of Physical Welfare
George Williams Clark, B.S., B.S.C.E. _____ Assistant Professor of Civil
Engineering
Horace Hewell Roseberry, Ph.D. _____ Assistant Professor of Physics and
Electrical Engineering
Philip Lawrence Peterson, B.M.Ed. _____ Assistant Professor of Voice and
History of Music
Karl Krauskopf, Ph.D. _____ Assistant Professor of Advertising
Gerald Oscar Dykstra, LL.B., M.B.A. _____ Assistant Professor of Business Law
Paul Gerhardt Krauss, Ph.D. _____ Assistant Professor of German
Forest Leroy Shoemaker, Ph.D. _____ Assistant Professor of Education

Arthur H. Rhoads, A.M. _____ Instructor in Physical Welfare
Doris Mae Sponseller, A.M. _____ Instructor in Secretarial Studies
Mary Katherine Brokaw, A.M. _____ Instructor in Classical Languages
Eugen Hartmuth Mueller, Ph.D. _____ Instructor in German
John Elza Edwards, A.M. _____ Instructor in Physics
Carl Tussing Nessley, Ed.M. _____ Instructor in Physical Welfare
William Oliver Martin, Ph.D. _____ Instructor in Philosophy
Carl Denbow, Ph.D. _____ Instructor in Mathematics
Lila Margaret Miller, A.M. _____ Instructor in Secretarial Studies
Donald E. Church, A.M. _____ Instructor in Statistics
Franklin Carl Potter, Ph.D. _____ Instructor in Geography and Geology
Marie Acomb Quick, A.M. _____ Instructor in Education
John Lembach, B.A.E. _____ Instructor in School Design
Charles Edwin Patton, A.M. _____ Instructor in Space Arts

Clara Hockridge Deland, B.S.Ed. _____ Supervising Critic in Physical Welfare

GENERAL INFORMATION

The function of correspondence study is to make the offerings of Ohio University available to those persons who must devote a large part of their time to other duties.

Many of the foremost American universities have recognized this plan of extending their work. Institutions in forty states and the District of Columbia have demonstrated the fact that many courses can be taught successfully by correspondence. Teaching by correspondence thus has become a part of the educational system.

Some of the advantages of residence study are lacking, but correspondence study has compensating advantages. It develops and encourages self-reliance, initiative, and perseverance. The teaching is individual and personal. Each student prepares and recites all of every lesson.

Almost all of the departments of instruction of Ohio University are represented. Students who plan to complete work towards a diploma or a bachelor's degree course by summer sessions only will be especially interested in the varied offerings.

THE COURSES OFFERED

All courses are of undergraduate university rank. Ohio University offers no preparatory or high school courses. Credit earned by correspondence study cannot be applied to graduate work. Indirectly, graduate students may use correspondence credit to facilitate the completion of their advanced work. Many courses are especially helpful in preparation for thesis work and the written and oral examinations.

All courses are as nearly identical with residence courses as the nature of the work will admit. They bear the same catalog numbers and are taught by the instructors who offer the courses in residence.

ADMISSION

Students who have graduated from first grade high schools and those students who have not completed their high school work but who are twenty-one years of age or over are admitted to Correspondence Study.

A student who has been registered in any college or division of Ohio University should apply directly to the office of the Extension Division for registration blanks. A student who is currently registered in residence at Ohio University must present with his registration blank a permit from the dean of the college in which he is registered.

A student who has been registered at another school or university must present to the registrar of Ohio University an application for admission accompanied by an official statement of good standing or a statement of graduation from the school last attended. Official transcripts are required for those students who are planning to become candidates for graduation from Ohio University. A student who is currently registered in another school

must also present a permit from the dean of the college in which he is registered.

A student who is beginning his college work must present to the registrar an official transcript of high school work with the application for admission.

Lessons received from correspondence students who have not been admitted cannot be sent on to the instructor until admission is granted. Unnecessary delays can be avoided if the student will submit the necessary blanks and statements promptly.

All credentials which are sent directly from high school or college should be requested so that they will be received by the registrar of Ohio University at about the same time as the application for admission.

REGISTRATION

Registration for a correspondence study course may be made at any time. The application for registration should be accompanied by the required amount of registration fee and postage fee. A registration is not considered completed until the full fee has been paid.

FEES

Registration Fee, for each semester hour.....	\$6.00
Postage Fee, for each semester hour.....	.50
Change of Course Fee.....	1.00
Extension of Time Limit Fee.....	3.00

All fees are payable with the application for registration. Checks and money orders for the exact amount should be made payable to Ohio University. Example—A two-semester hour course costs \$13. A three-semester hour course costs \$19.50.

REFUND OF FEES

A refund of two-thirds of the registration fee and the total postage fee is allowed when a student withdraws from a course before three units have been completed or before three months from the date of registration.

No refund of fees is made after three units have been completed or after three months from the date of registration.

BOOKS

Books and materials for a course are purchased by the student. Books may be ordered from Logan's Book Store, Athens, Ohio, from a local book store, or from the publishers. The EXTENSION DIVISION operates a self-supporting, non-profit rental library from which texts can be rented for many, but not all the courses.

STUDY UNITS

As soon as the fee has been received, the study units are mailed to the student with complete instructions for study and directions for returning the written lessons. If the student has been admitted, the lessons are promptly

referred to the instructor of the course and then returned to the student with corrections and suggestions.

Each course represents a definite amount of work divided into lessons or study units. The number of study units depends somewhat upon the nature of the work. Ordinarily a two-hour course consists of twenty-four study units and a three-hour course consists of thirty-six study units. That is, twelve study units are presented for one semester hour of credit.

Each lesson consists of full directions and suggestions for study and test questions on the student's method of work and mastery of the subject. Approximately four hours will be required by the average student to complete one lesson.

TIME LIMIT FOR A COURSE

The student proceeds with the course as rapidly as his time will permit, but not to exceed the equivalent of one semester hour a week. The lessons must at all times show careful preparation. The progress of each student is closely followed and thus adequate guidance is given at all times.

A student is expected to complete a course within nine months after the date of registration. Lesson reports must be distributed somewhat evenly over the period which the student plans to give to the course. If a student does not complete a course within nine months, a three months' extension of time may be secured upon the presentation of a good excuse and the payment of a fee of \$3.

A correspondence student may change his registration to another course within the Extension Division provided he pays a change order fee of one dollar and provided he makes the request for such a transfer before the original registration is three months old and before three lessons have been completed in the original course. All material sent for the correspondence study course by the Extension Division at the time of registration must be returned.

A student may withdraw from a course and receive a return of fee, subject to the refund fee regulation, if the notice of withdrawal is made within three months from the date of registration or before three study units have been completed.

When a student does not report either by lesson or by letter within a period of 90 days, he forfeits his right to further instruction in the course and to any refund of fee.

FINAL EXAMINATION AND CREDIT

To secure credit, the student must pass a final examination within one month after the final study unit in the course has been returned to him. A mid-course examination also is required in some subjects. Students of Athens County and others within a reasonable distance of Athens may be required to come to the office of the Extension Division, East Wing, for the required examinations. A representative of Ohio University will supervise the examination of all others. The representative may be a school superintendent or high school principal in the community where the student lives.

In many cases the student will be asked to suggest such a representative and to secure his promise to conduct the examinations. No fee is paid by the university to the examiner; he will ordinarily give such service for the benefit of the student.

THE AMOUNT OF CREDIT

A maximum of 30 semester hours of extension work including both group extension and correspondence study is allowed toward a three-year diploma, and 40 semester hours in like manner toward a bachelor's degree. The student may finish courses as rapidly as is consistent with good work but those who are employed on full-time will be limited to a maximum of six semester hours during any semester.

RECOGNITION

In 1931, Ohio University was admitted to membership in the National University Extension Association. This association is made up of over fifty of the recognized colleges and universities that maintain departments of university extension. The various universities and colleges are admitted after thorough inspection of the extension work.

EXTENSION CLASSES

Extension classes under the instruction of the members of Ohio University faculty form an important part of the work of the Extension Division. Graduate as well as undergraduate work is offered. The classes especially appeal to teachers, business men and women, ministers, social workers, and others who wish to engage in systematic study during their leisure time.

Any community in which a group of persons agrees upon a course which it desires to study is assigned an instructor from the university faculty. The size of the group necessary to secure an instructor depends upon the distance of the community from the campus. The instructor will be the usual instructor of the course or a member of the faculty of the department of instruction in which the course is offered. The courses are thus identical with those given in the residence classes. Extension classes meet once a week. The amount of credit allowed for the course determines the length of the class session.

The general regulations governing admissions apply to the extension classes. An undergraduate student who is employed full time may take a maximum of 6 semester hours in extension classes, or in combination with a correspondence study course or a campus class.

The regulations governing the amount of credit allowed toward a diploma or a bachelor's degree are the same as for correspondence study. When extension class credit is earned in addition to correspondence study, the total amount allowed toward a diploma course remains 30 semester hours; toward a degree course, 40 semester hours.

Extension class students are charged a fee of \$5 a semester hour. The fee will be more than \$5 an hour in the event the class enrollment falls below the required quota. All extension class fees are due and payable in full at the time of enrollment. Students who request deferred payment are required to

pay one-third of the amount at the time of enrollment and are allowed to defer two-thirds of the amount to not later than November 10, for the first semester, and March 10, for the second semester, provided permission is granted by the Extension Committee.

Refunds are allowed as follows:

1. Ninety per cent after the fourth meeting of the class.
2. Sixty-six and two-thirds per cent after the fifth meeting of the class.
3. Twenty-five per cent after the sixth meeting of the class.
4. Nothing after the seventh meeting.
5. No refunds will be allowed to any student if his withdrawal brings the enrollment of the class below the required quota.

A student who desires graduate credit for a course in an extension class must meet the admission requirements of the Graduate College, obtain permission from the dean of the Graduate College of Ohio University, and must have completed the prerequisites for the course as stated in the general catalog. A maximum of six semester hours taken in extension classes is accepted toward the Master's degree, provided that the courses are conducted by instructors who regularly teach them on the campus or by instructors who are approved by the Graduate Council. A graduate student who is employed on full time is limited to three semester hours in a semester or a summer session.

A student who takes courses in extension classes for graduate credit is required to have a minimum residence at Ohio University of one semester and an eight-week summer session, or three eight-week summer sessions and a three-week post session, or at least twenty-six weeks.

Additional information regarding the Graduate College may be obtained by addressing Dean W. S. Gamertsfelder, Graduate College, Ohio University, Athens, Ohio.

COMMUNITY ACTIVITIES OF OHIO UNIVERSITY

Lectures and Entertainment

Ohio University, through the Committee on Public Relations, is making available the volunteer services of members of the faculty (aided in a few instances by members of the student body) for lectures, music programs, and various other forms of entertainment. The offerings are sufficiently extensive and varied in type to be of interest to a wide range of literary and cultural clubs, school and church organizations, business groups, etc. Among the school groups, for example, which the university may serve in this way are teachers' organizations, parent-teacher associations, departmental clubs, and school assemblies.

The only limitations imposed are such as may be necessary in adapting requests for these services to the regular schedule of the persons involved as staff members of the university. The expenses of the trip which usually include meals, room, and transportation are the only charge. The cost of

transportation is four and one-half cents a mile, round trip, for an automobile. The cost for lodging varies with the community. Address all communications to the Committee on Public Relations, Ohio University, Athens, Ohio.

The Portsmouth Division

Ohio University, in cooperation with the Board of Education of the Portsmouth City School District, offers an evening college program in the city of Portsmouth, Ohio. This program was inaugurated during the fall of 1938-1939 and is designed to meet the needs of recent graduates of high schools in Portsmouth and the vicinity who do not find it possible to go away to college. However, others who are employed part time or full time may also enroll in the classes of this division.

ORGANIZATION. Classes were organized in the first year so that a freshman could complete at Portsmouth the full freshman year required at Ohio University. Plans have been made to offer a sophomore year as well as a freshman year during 1939-1940. Classes in the Portsmouth Division are organized for a minimum of fifteen students and an average enrollment of twenty-five students. All classes are taught by faculty members of Ohio University.

ADMISSION. The requirements and the procedure for admission to the Portsmouth Division are the same as for admission to the campus classes.

FEES. Students in the Portsmouth Division pay a registration fee of \$5 for each semester hour of credit.

CREDIT. Residence credit is given for undergraduate work completed in the Portsmouth Division, subject to the restrictions listed in the general catalog of Ohio University (1939-1940), p. 98.

A separate Portsmouth Division bulletin is issued each semester announcing the schedule of classes. For these bulletins or any other information, write the Office of the Registrar, Ohio University, Athens, Ohio.

COURSES OF INSTRUCTION

Numbers 1-99 designate University College courses. (Primarily freshman courses.)

Numbers 100-199 designate undergraduate courses.

Numbers 200-299 designate advanced undergraduate courses.

Graduate courses are not offered by correspondence study.

A hyphen between two numbers indicates that the first course is a prerequisite for the second; a comma between the numbers indicates that the first course is not a prerequisite for the second.

The prerequisite for a course is indicated by a course number which refers to the same department unless otherwise indicated.

ACCOUNTING

(See Commerce)

ADVERTISING

(See Commerce)

AGRICULTURE

3, 4. FORESTRY. A study of ways and means of identification and classification of trees and shrubs. Use is made of objective materials such as leaves, buds, fruits, and morphological characters. Credit, two semester hours each course. Copeland.

III. RURAL ECONOMICS. The content of this course relates to the theories of wages, rent, labor, land values, farm management, and marketing. Credit, three semester hours. Copeland.

141, 142. EVOLUTION AND HEREDITY. These courses consider the prominent theories of organic evolution and heredity. The courses presuppose a knowledge of botany and zoology. Credit, three semester hours each course. Copeland.

168a. TEACHING OF AGRICULTURE. (Same as Ed. 168a) This course relates to methods used in agricultural instruction and is divided into six parts: plant propagation, soils, crop production, farm enemies, animal husbandry, and rural economics. For lesson content use will be made of the common domesticated plants and animals usually found in any rural locality. Credit, three semester hours. Copeland.

ARCHAEOLOGY AND ANTIQUITIES

(See Sociology)

BIOLOGY

(See Botany or Zoology)

BOTANY

101, 102. GENERAL BOTANY. An introduction to plant science. Not open to those who have credit in Bot. 1, 2. Bot. 101 emphasizes the vegetative structure and the physiological activities of the higher plants. Bot. 102 includes a survey of both the lower and higher forms of plant life, with emphasis on structure and methods of reproduction within the group of fungi, algae, mosses, ferns, and flowering plants. Credit, three semester hours each course. Boetticher.

133, 134. NATURE STUDY. Courses adapted to the needs of those teaching the subject. All efforts are directed toward a better understanding and appreciation of the living things in nature. Credit, three semester hours each course. Matheny.

BUSINESS LAW

(See Commerce)

BUSINESS MANAGEMENT

(See Commerce)

CHEMISTRY

I-2. GENERAL CHEMISTRY. Fundamental courses in college chemistry. Credit, three semester hours each course. Clippinger.

Ia-2a. GENERAL CHEMISTRY LABORATORY. For those who have a laboratory available, an additional hour of credit in connection with Chem. 1 and Chem. 2 may be obtained. Credit, one semester hour each course. Clippinger.

II-3. ORGANIC CHEMISTRY. This is a short course in the fundamentals of organic chemistry. The work is especially well adapted for students planning to take home economics, medical technology, or predental courses. Prereq., 2 or 4. Credit, three semester hours. Clippinger.

CIVIL ENGINEERING

***I-2. MECHANICAL DRAWING.** Free hand lettering, use of instruments, geometric constructions, orthographic projection, revolution, auxiliary and sectional views, and dimensioning. Isometric, oblique, detail and assembly drawings. Intersections, developments, structural, electrical and architectural drafting, tracings and blue prints. Credit, two semester hours each course. Thomas.

103. MECHANICAL DRAWING. A course intended for industrial arts majors. Working drawings of projects that are suitable for use in the

*An outfit for mechanical drawing may be secured through Logan's Book Store, Athens, Ohio, for from \$10.00 to \$30.00. However, any standard make of instruments may be used, provided they fulfill the requirements as set forth in the text. The same instruments may be used for C. E. 1 and C. E. 2.

woodworking shop are made. Students prepare sections, detail drawings, and tracings of the different projects. Prereq., 1. Credit, two semester hours. Thomas.

107. PERSPECTIVE DRAWING. This course is not only of obvious necessity to engineers and architects, but is adapted to those with a foundation of drawing who desire a knowledge of the proper representation of objects as they appear to the eye. A practical study is made of parallel and oblique perspective including shadows on objects and planes. Prereq., 2. Credit, one semester hour. Clark.

CLASSICAL LANGUAGES

Greek

1-2. BEGINNING GREEK. An introduction to the rudiments of the language including fundamental grammatical principles, pronunciation, and a working vocabulary. There is emphasis also upon the Greek element in English, and such reading and translation as the nature of the course permits. In order to do these courses successfully by correspondence, students should have had some study in Latin. Credit, four semester hours each course. Hill.

Latin

2. CAESAR. The early part of the course consists of easy narrative dealing with mythology and Roman history followed by selections from Caesar's *Gallic War*. There is considerable review of fundamentals. Prereq., one year of high school Latin. Credit, five semester hours. Brokaw.

3. CICERO'S ORATIONS. Some of the introductory lessons include translations from Caesar's *Gallic War*. Selected orations. In general an effort is made to provide an adequate review as well as to develop progress in reading a new author. Prereq., 2 or two years of high school Latin. Credit, four semester hours. Hill.

4. VERGIL. A considerable portion of the first six books of Vergil's *Aeneid* is read. The course is designed with a view to an understanding and appreciation of Vergil's great epic and to a wider knowledge of mythology, as well as to growth in the study of Latin. Some attention is given to the meter of Latin epic. Prereq., 3 or three years of high school Latin. Credit, five semester hours. Brokaw.

101. FAMILIAR ESSAYS. Cicero's *De Amicitia* is read with a view to overcoming any weakness that the student may have in Latin syntax and sentence structure and some time is given to content material concerning friendship. *De Senectute* is read more rapidly. Prereq., 4 or four years of high school Latin or three years by permission. Credit, four semester hours. Hill.

102. HORACE AND TERANCE. Terance's comedy is read first with an effort to help the student to an appreciation of this type of Latin literature. In reading the *Odes* and *Epodes* much emphasis is laid on interpretation and appreciation, and some attention is given to a few of the more common meters. Prereq., 101 or permission. Credit, four semester hours. Hill.

104. LIVY AND OVID. Selections dealing with the legendary history of Rome and the Punic Wars, with some reading from Ovid. Prereq., 102, or permission. Credit, three semester hours. Hill.

112. WRITING LATIN PROSE. An elementary course in college Latin composition. Prereq., 101. Credit, one semester hour. Hill.

211. CICERO AND CATULLUS. Selections are read from Cicero's correspondence for an appreciation of Latin epistolary writing, for the information they contain on Roman private and public life, and for a more intimate understanding of Cicero himself. Prereq., 103, 104, or permission. Credit, three semester hours. Hill.

233. ADVANCED LATIN SYNTAX. Prereq., 103, 104, or permission. Credit, one, two, or three semester hours. Hill.

COMMERCE

Accounting

75-76. ELEMENTARY ACCOUNTING. The fundamental principles of accounting theory and practice as they affect corporations, partnerships and proprietorships. The entire cycle of bookkeeping procedure. Ledger organization, expense controls, controlling accounts and cost records with a discussion of exceptions and alternative methods constitute the work in Acct. 76. Credit three semester hours each course. Beckert.

81. ACCOUNTING SURVEY. Open only to non-commerce students in order that they may obtain a knowledge of general principles of accounting in a minimum of time. Credit, two semester hours. Beckert.

125. INTERMEDIATE ACCOUNTING. The preparation and analysis of balance sheet and income statements, principles of actuarial science, accounting for corporate net worth, and current asset valuation. Prereq., 76 or 102 (Secretarial Accounting). Credit, three semester hours. Beckert.

161b. TEACHING OF BOOKKEEPING. (Same as Ed. 161b) This course is intended for teachers or prospective teachers of bookkeeping in junior and senior high schools. Consideration is given to the objectives in bookkeeping courses; the place of such courses in the junior and senior high school; the amount of time to be devoted to the subject. Methods of conducting recitations, grading, keeping records, examinations, and standards will be considered. Consideration is given to the various methods of approach with emphasis on the topics as are usually found difficult to present to students in bookkeeping. The use of business papers is studied. Opportunity will be given to become familiar with existing textbooks, particularly those intended for first year work. Prereq., six semester hours of accounting. Credit, two semester hours. Beckert.

195. ADVANCED PRINCIPLES OF ACCOUNTING. Actuarial science as related to accounting, principles of fixed asset valuation, special phases of net worth accounting, and special statement analyses. Prereq., 125. Credit, three semester hours. Beckert.

Advertising

155. ADVERTISING PRINCIPLES. A survey course covering the chief principles, problems and practices in the field of advertising. Topics stressed include the advertising agency, the relation of advertising to the general problem of marketing, the techniques of copy and physical appearance and media analysis. The emphasis is on the aspects of the subject which are of greatest use to general business men, but it is sufficiently complete to serve as an introductory course for those intending to do more work in the field and prepare themselves for a career in advertising. Prereq., Mkt. 155 or permission. Credit, three semester hours. Krauskopf.

Business Law

175. GOVERNMENT AND BUSINESS. Statutes, and court decisions interpreting them, by which federal, state, and local governments control, regulate, and aid business. Prereq., junior rank. Credit, three semester hours. Dykstra.

Business Management

15. INTRODUCTION TO BUSINESS MANAGEMENT. A comprehensive picture of business life covering the organization and functioning of business enterprises. Not open to upper classmen pursuing the degree of Bachelor of Science in Commerce. Credit, three semester hours. Beckert.

211. INDUSTRIAL MANAGEMENT. The principles of the organization and the management of industrial enterprises, the management movement, and the newer principles and practices in functional factory organization. Prereq., Ec. 102. Credit, three semester hours. Gubitz.

Economics

101-102. PRINCIPLES OF ECONOMICS. The purpose of these courses is to provide an introduction to economics for university students and the general reader. The first course emphasizes the following theoretical material: production, consumption, distribution, and experiments. In the second course an effort is made to present the chief economic problems: money and banking, business cycles, credit, international economic relations, government and taxation, and economic control. Credit, three semester hours each course. Gubitz.

209. PUBLIC UTILITIES. A general survey is made of the economic basis of public utility enterprise. The course includes a brief consideration of the historical development of the different utility industries, together with an analytical study of the agencies which develop to regulate them. Other topics include a study of the administration of public utilities under regulation, the movement for physical valuation, corporate financial policies, public control of security issues, rate of return, a critical consideration of valuation standards, government and municipal ownership, service-at-cost method of regulation, and a general summary of trends of development of regulation. Prereq., 102. Credit, three semester hours. Hellebrandt.

235. LABOR RELATIONS. A general survey of the forces that give rise to modern labor problems. The course is given from the standpoint of a citizen and a student interested in the main phases of the modern labor problem—

individual and collective bargaining, wages, hours, employment, safety and health, social insurance, administrative and labor legislation. It endeavors to sketch the background of the various labor problems, indicating the nature and extent of each and describing what legislative remedies have been thus far applied. Prereq., 102. Credit, three semester hours. Gubitz.

Finance

106. BANKING PRINCIPLES. The economics of money and credit is reviewed as a basis for developing the principles which govern the operations of individual banks and the banking system. The course includes a critical analysis of the theory of bank credit and loan policy. Credit, three semester hours. Hanson.

121. BUSINESS FINANCE. A survey of the characteristics of corporate organization and corporate securities is followed by problems dealing with promotion, organization, and provision of capital both for new enterprises and for the expansion of old concerns. Credit, three semester hours. Hanson.

219. INSURANCE. A general survey of the basic problem of risk and the agencies developed by society for the purpose of efficiently bearing certain types of risk. A more detailed and thorough study is made of the most important of these social agencies, namely insurance. A study of the basic economic function of insurance and the manner in which it is applied. Fire, life, and social insurance are carefully considered. Other forms of insurance contracts are compared and contrasted. Prereq., Ec. 102. Credit, two semester hours. Hellebrandt.

Marketing

155. MARKETING PRINCIPLES. This course is devoted to a study of the principles, methods, and policies of marketing consumers' goods and industrial goods. It will involve a detailed study of the different marketing institutions and of the marketing functions performed by these institutions. Credit, three semester hours. Paynter.

Secretarial Studies

31-32. SHORTHAND. The purpose of Sec. St. 31 is to cover the entire theory of Gregg Shorthand and to give the student a working knowledge of the basic fundamentals of the system. Attention is devoted to good writing habits leading to skill in the taking of dictation, a thorough understanding of the elementary principles, a knowledge of the brief forms of the system, and the development of skill in reading shorthand notes.

Sec. St. 32 is a continuation of Sec. St. 31. It is open to those who pass satisfactorily a complete theory test and transcribe shorthand acceptably. Skill in typewriting is presupposed. Attention is focused upon the practical use of vocabulary, theory, and principles. The final examination requires a writing speed of 80 words per minute and an ability to transcribe accurately. Credit, three semester hours each course. Miller.

120. BUSINESS LETTER WRITING. This course is concerned with the various letters used in business: the letter of application, recommendation, order, contract, inquiry, sales, adjustment, credit, collection, good will, and infor-

mation. It deals with the psychology, mechanics, and technique of effective written expression. Credit, three semester hours. Sponseller.

161s. TEACHING OF SHORTHAND. (Same as Ed. 161s) This course is planned to acquaint the student with the basic concepts of various methods of teaching Gregg Shorthand. Consideration is given to methods of testing, grading, keeping records, teaching transcription, analyzing shorthand and transcription errors, handling remedial practice, developing speed, and standardization. Prereq., 6 semester hours of shorthand. Credit, two semester hours. Miller.

161t. TEACHING OF TYPEWRITING. (Same as Ed. 161t) This course is designed to acquaint the student with the methods of teaching the subject of typewriting in the secondary schools. Each student prepares a complete outline of the work covered in a four-semester course in typewriting in the high school. This includes the statement of aims, the selection of subject matter, the organization of subject matter into teaching units, the development of a testing program, and a review of typing textbooks. Prereq., 4 semester hours of typewriting. Credit, two semester hours. Sponseller.

Statistics

155-156. BUSINESS STATISTICS. A study of the most important statistical methods that are particularly useful for planning of business operations and for interpreting and presenting business reports. Credit, three semester hours each course. Church.

241. BUSINESS CYCLES. A study of the nature and causes of business booms and depressions, and a brief examination of some of the leading methods used in forecasting business conditions. Credit, three semester hours. Church.

ECONOMICS

(See Commerce)

EDUCATION

Elementary Education

112. PRINCIPLES OF ELEMENTARY EDUCATION. A study of the aims of education, the nature of the learner and of society, and the sociological needs of contemporary life. Prereq., sophomore or junior rank. Credit, three semester hours. Beechel.

113. EDUCATIONAL TESTS AND MEASUREMENTS. An introductory course for those teaching or preparing to teach in the elementary school dealing with both standardized and informal new-type tests. Problems involved in building, administering, scoring, and using and interpreting the results of tests are considered. Sufficient attention is given to statistical methods to enable the student to classify and analyze data, and to become familiar with some of the more commonly used statistical terms. Credit, two semester hours. Class.

114. CLASSROOM MANAGEMENT. This course is designed to give the student an acquaintance with accepted procedures in managing a classroom.

The following topics are representative of those which are considered: membership and attendance, supervised study, order and discipline, incentives, the health of the pupil, the school curriculum, the assignment. Differences between practices in formal schools and in activity schools are considered. Credit, three semester hours. Class.

History and Philosophy

150. HISTORY OF MODERN ELEMENTARY EDUCATION. The development of elementary education with particular emphasis on the European background and on the social and philosophical forces which have conditioned elementary education in the United States. Credit, three semester hours. Shoemaker.

250. THE HISTORY OF EDUCATION. Begins with a study of education among primitive peoples and ends with the scientific movements. Studies the agencies of education and social forces which have conditioned them during ancient and medieval times, with particular emphasis on the Greeks, Romans, Christians, Renaissance, protestant revolts, and science. Credit, three semester hours. Shoemaker.

251. THE HISTORY OF EDUCATION. Deals with the history of education in western Europe and the United States from about 1750 to the present. The evolution of state systems of schools and of various theories and practices of education are traced in some detail. Considerable emphasis is placed on the educational significance of autocratic and democratic movements, of the industrial revolution, and of nationalism. Credit, three semester hours. Shoemaker.

259. HISTORY OF EDUCATION IN THE UNITED STATES. The European influence on American colonial life and education; social, economic, and political forces and their influences on the development of education; the rise and expansion of public education; the growth of the high school, and the development of a teaching profession; the support and control of public education. The period from colonial times to the present is treated. Credit, three semester hours. Shoemaker.

Kindergarten-Primary

201. KINDERGARTEN-PRIMARY CURRICULUM. This course includes a study of the principles underlying the selection and organization of the content of curricula for kindergarten-primary education. Attention is given to the factors considered in building a curriculum, the nature of the curriculum, the evolution of the present day kindergarten-primary curriculum, the trends which influence curriculum making, the scientific investigations in regard to curriculum building, standards for evaluating curricula formulated from the study of typical curricula, activities and units of work which may be included in a kindergarten-primary curriculum, experience in building a part of a curriculum. Open to juniors and seniors in kindergarten-primary education. Credit, three semester hours. Quick.

Research and Scientific Techniques

281. EDUCATIONAL STATISTICS. This course deals with elementary methods of collecting, organizing and interpreting quantitative data. The

principal topics included are: the construction of frequency tables, graphic methods, averages, variability, percentiles, correlations, and probability and the normal curve. Prereq., 6 hours education and Psych. 5. Credit, three semester hours. Morton.

282. ADVANCED EDUCATIONAL STATISTICS. Non-linear relations, partial correlations, multiple correlation, regression, transmutation of scores, reliability, and the interpretation of correlation coefficients are the principal topics included in this course. Practice is provided in the use of logarithms and statistical tables. Prereq., 281. Credit, three semester hours. Morton.

School Administration and Supervision

240. SCHOOL ADMINISTRATION. The course in school administration is designed to meet the needs of advanced students, teachers, and administrators. Some of the topics considered are: the board of education; the selection, training, and pay of teachers; school budgets; school buildings and their care; the classification and progress of pupils; health supervision; extra-curricular activities; the curriculum; textbooks; libraries; accounting; and publicity. Credit, three semester hours. Morton.

Secondary Education

130. PRINCIPLES OF SECONDARY EDUCATION. This course sets forth the fundamental principles of philosophy of secondary education. A study is made of secondary education in the countries of Europe and in the United States. The following topics receive consideration: the social purposes of secondary education; the relation of secondary education to other levels of education; the selection, content, and organization of learning experiences in the high school; the relation of secondary education to vocational education; the issues and functions of secondary education; and the program of studies. Credit, three semester hours. Benz.

131. EDUCATIONAL TESTS AND MEASUREMENTS. Standardized and informal new-type tests for the senior high school. Problems involved in the building, administering, scoring, and interpretation of results of tests. Credit, two semester hours. Class.

230. HIGH SCHOOL ADMINISTRATION. The course serves as a general introductory course for high school principles and teachers. The course deals with the problems of organization and administration of the high school — both junior and senior. The duties and responsibilities of the principal and the teacher-principal relationships are given special attention. Credit, three semester hours. Dixon.

Special Education

221. ORGANIZATION OF SPECIAL CLASSES. Topics: need of special education; history of the various classes for sight saving, crippled, hard of hearing, mentally retarded, and defective in speech; selection and classification of children, and cooperation with other departments; case studies and record taking; direction and after-care work of special class children. Credit, two semester hours. DeLand.

TEACHING TECHNIQUES

Agriculture

168a. TEACHING OF AGRICULTURE. (Same as Agr. 168a) This course relates to methods used in agricultural instruction and is divided into six parts: plant propagation, soils, crop production, farm enemies, animal husbandry, and rural economics. For lesson content use will be made of the common domesticated plants and animals usually found in any rural locality. Credit, three semester hours. Copeland.

Commerce

161b. TEACHING OF BOOKKEEPING. (Same as Acct. 161b) This course is intended for teachers or prospective teachers of bookkeeping in junior and senior high schools. Consideration is given to the objectives in bookkeeping courses; the place of such courses in the junior and senior high school; the amount of time to be devoted to the subject. Methods of conducting recitations, grading, keeping records, examinations, and standards will be considered. Consideration is given to the various methods of approach with emphasis on the topics as are usually found difficult to present to students in bookkeeping. The use of business papers is studied. Opportunity will be given to become familiar with existing textbooks, particularly those intended for first year work. Prereq., six semester hours of accounting. Credit, two semester hours. Beckert.

161s. TEACHING OF SHORTHAND. (Same as Sec. St. 161s) This course is planned to acquaint the student with the basic concepts of various methods of teaching Gregg Shorthand. Consideration is given to methods of testing, grading, keeping records, teaching transcription, analyzing shorthand and transcription errors, handling remedial practice, developing speed, and standardization. Books may be rented from the Extension Division. Prereq., 6 semester hours of shorthand. Credit, two semester hours. Miller.

161t. TEACHING OF TYPEWRITING. (Same as Sec. St. 161t) This course is designed to acquaint the student with the methods of teaching the subject of typewriting in the secondary schools. Each student prepares a complete outline of the work covered in a four-semester course in typewriting in the high school. This includes the statement of aims, the selection of subject matter, the organization of subject matter into teaching units, the development of a testing program, and a review of typing textbooks. Prereq., 4 semester hours of typewriting. Credit, two semester hours. Sponseller.

Elementary Education

63a. TEACHING OF READING IN PRIMARY GRADES. A course planned to acquaint primary grade teachers with the best methods of training pupils to read. It deals with both recreatory type and the work type of reading; the levels of achievement for the three grades; the preparation periods, the initial period, and the period of rapid growth of fundamental attitude, habits, and skills. Scientific investigations into the field are examined for their results as applied to the work of teaching. Credit, two semester hours. Quick.

63b. TEACHING OF READING IN INTERMEDIATE GRADES. A study of the materials, methods and procedures, diagnostic and remedial work in the reading program for the intermediate grades of the elementary school. Credit, two semester hours. Beechel.

63g. TEACHING OF ARITHMETIC IN INTERMEDIATE GRADES. Methods of presenting the subject matter of the arithmetic curriculum in grades 4, 5, and 6. The course presents the best methods of teaching common and decimal fractions, the elements of percentage, denominate measures, the elements of mensuration, and problem solving, as well as the four fundamental operations with whole numbers. Credit, three semester hours. Morton.

63p. TEACHING OF ARITHMETIC IN PRIMARY GRADES. A practical course for teachers in grades 1, 2, and 3, for elementary supervisors, and for those who plan to occupy such positions. The course includes the development of number understanding, the place of arithmetic in the primary grades, and the teaching of addition, subtraction, multiplication, and division. Attention is also given to Roman numerals, measures, fractions, problem solving, and the course of study. The results of experimental studies and of recent developments in educational psychology are incorporated. Credit, three semester hours. Morton.

63s. TEACHING ARITHMETIC IN THE UPPER GRADES. Theories of arithmetic instruction, the number system, diagnostic and remedial teaching, the arithmetic of business, the arithmetic of daily living, measurement, mensuration and intuitive geometry, the elements of algebra, and the selection of arithmetic textbooks. Adapted to the work of grades 6, 7, and 8. Credit, three semester hours. Morton.

64g. TEACHING OF LANGUAGE ARTS IN THE GRADES. A study of the expressive arts, creative expression, and the development of related skills; opportunities to explore the possibilities of encouraging and extending spontaneous language expression, to become aware of the rich content for experiences in the environment, and to build language skills in functional situations. Prereq., Eng. 1 or 3. Credit, two semester hours. Hampel.

English

164b. TEACHING OF ENGLISH IN THE SENIOR HIGH SCHOOL. (Same as Eng. 164b) A course designed to assist the high school teacher in the presentation of both the form and content of composition. The first lessons in the course offer a review of grammar as a very necessary foundation; this grammar review is incorporated in the final examination. Prereq., Eng. 2 or 4. Credit, two semester hours. Wray.

Geography

169f. TEACHING OF GEOGRAPHY AND HISTORY IN ELEMENTARY GRADES. (Same as Geog. 169f) A study of the social environment, cultural problems, and human relationships with special emphasis upon history and geography. Credit, three semester hours. Hampel.

History

169h. TEACHING OF HISTORY AND CIVICS IN JUNIOR AND SENIOR HIGH SCHOOLS. (Same as Hist. 169h) The development of instruction in history and civics, organization of the curriculum, classroom procedure, teaching materials, relation of history and civics to the other social studies, other problems related to the teaching of these subjects. Credit, two semester hours. Smith.

Industrial Arts

160m. TEACHING OF INDUSTRIAL ARTS. (Same as Ind. A. 160m) This is a study of the methods of teaching the industrial arts, and is required of all students whose major study is industrial arts. Students are taught to construct lesson plans and job sheets and to operate an accounting system for school shops. Emphasis will be placed on the making and scoring of shop tests and related information tests, and on the scoring of mechanical drawings and shop projects. Credit, three semester hours. Kinison.

Physical Welfare

167h. TEACHING OF HEALTH. (Same as P. W. 167h) A study of the principles, curricula and the various methods of instruction used in presenting health information to students of the different school levels. Prereq., Phys. Welfare 22. Credit, two semester hours. Trepp.

167p. TEACHING OF PHYSICAL WELFARE. (Same as P. W. 167p) A course dealing with methods in physical welfare for elementary and secondary schools. Credit, one semester hour. Rhoads.

ELECTRICAL ENGINEERING

101. PRINCIPLES OF RADIO. A practical course in radio art designed for that very large class of persons who are not experts but who have an interest in learning some of the principles and practices of this branch of science. Credit, two semester hours. Green.

101a. RADIO LABORATORY. A laboratory course to accompany E. E. 101. If the student has access to a high school physics laboratory or is willing to purchase the required apparatus himself, he may secure an additional hour of credit through this course. Credit, one semester hour. Green.

125. ACOUSTICS. This course is intended to fill the need of school men and others for some technical knowledge of the problem of designing auditoriums and other buildings where public programs are to be given. The principles of sound reflection, transmission, absorption, reverberation and distribution are studied and applied to the design of new auditoriums and the correction of faulty ones. Special attention is given to the problem of sound moving picture accompaniment. Credit, two semester hours. Green.

133. ILLUMINATING ENGINEERING. Every teacher and school administrator needs to be informed in the principles underlying building illumination. This course includes a study of photometric units, photometers, lamps, methods of measuring and calculating illumination, and a study of special illumination for each class of service. Credit, two semester hours. Green.

ENGLISH

3-4. ENGLISH COMPOSITION. A course in the fundamentals of composition, the structure of the paragraph, and the writing of exposition. Students who make unusually high grades in the proficiency tests are excused from Eng. 3 and allowed to enter Eng. 4. Eng. 4 places emphasis on the study of models of argumentation, description, and narration. Credit, three semester hours each course. Mackinnon, Foster, Heidler, and Caskey.

101, 102. SOPHOMORE ENGLISH LITERATURE. The first course deals with the historical development of English literature from the beginning to the death of Pope; the second course deals with the literature from the death of Pope to the present day. Both courses take up the lives and works of the most important and most representative authors; the principal literary forms and tendencies; and the political and social background of the various periods. Prereq., 2 or 4. Credit, three semester hours each course. Peckham.

111. THE CHIEF AMERICAN WRITERS. A study of representative material, prose and poetry, selected from Franklin, Freneau, Irving, Cooper, Bryant, Emerson, Thoreau, Hawthorne, Whittier. Prereq., 2 or 4. Credit, three semester hours. Foster.

112. THE CHIEF AMERICAN WRITERS. A continuation of Eng. 111. Emphasis is placed upon selected prose and poetry from Poe, Holmes, Longfellow, Lowell, Whitman, Mark Twain, Henry Adams, Lanier, William James. Prereq., 2 or 4. Credit, three semester hours. Caskey.

130. ENGLISH PROSE OF THE NINETEENTH CENTURY. This is a study of representative prose, exclusive of the novel, of Lamb, DeQuincey, Hazlitt, Carlyle, Macaulay, Thackeray, Bagehot, Morley, Ruskin, Arnold, and Stevenson. Prereq., 2 or 4. Credit, three semester hours. Foster.

135. THE ENGLISH BIBLE. A study of the early narratives and prophesies of the Old Testament as masterpieces not only of world literature but of English literature. Prereq., 2 or 4. Credit, two semester hours. Foster.

141. EUROPEAN DRAMA. A survey of the drama from the Periclean Age to the present time. Readings in English of typical plays by Sophocles, Plautus, Marlowe, Jonson, Moliere, Congreve, Goldsmith, Sheridan, Ibsen, Hauptmann, Wilde, Pinero, Chekhov, O'Neill, and Behrman. Prereq., Eng. 2 or 4. Credit, two semester hours. Peckham.

143, 144. COMPARATIVE LITERATURE. Eng. 143 introduces students to the most significant authors and productions of Greece, Rome, and Italy. Eng. 144 deals with authors and productions of Spain, France, Germany, and England. The students are directed in the reading of numerous translations and are furnished with ample notes in mimeographed form. Frequent reference is made in a comparative way to English authors and literature. These courses enable the student and the general reader to know and appreciate important productions in foreign tongues without a reading knowledge of those languages. Prereq., 2 or 4. Credit, two semester hours each course. Heidler.

164b. TEACHING OF ENGLISH IN THE SENIOR HIGH SCHOOL. (Same as Ed. 164b) A course designed to assist the high school teacher in the presenta-

tion of both the form and content of composition. The first lessons in the course offer a review of grammar as a very necessary foundation; this grammar review is incorporated in the final examination. Prereq., English 2 or 4. Credit, two semester hours. Wray.

171. SOPHOMORE EXPOSITION. A course designed to offer practical experience in the writing of essays and reviews. Frequent writing by the student is supplemented by the study of meritorious examples from experienced writers. Prereq., 2 or 4. Credit, three semester hours. Heidler.

175. CREATIVE WRITING. This course is open to those who wish to write and who have shown some aptitude. The course uses no textbook and has no formal assignments. The work is adapted to each individual. It is assumed that any student accepted for the course wishes to write and needs only guidance, advice, and constructive suggestions in carrying out projects of his own. Prereq., 2 or 4 and permission. Credit, two semester hours. Mackinnon.

213. ENGLISH PROSE FICTION. The history of the English novel from the Elizabethan period to the present. Prereq., 2 or 4. Credit, three semester hours. Mackinnon.

214. AMERICAN PROSE FICTION. The development of the American novel from the colonial period to the present, with major emphasis upon late eighteenth century and nineteenth century productions. Prereq., Eng. 2 or 4. Credit, three semester hours. Heidler.

218. EIGHTEENTH CENTURY ROMANTICISM. (1940-1941) The course traces the beginnings of the movement with the Spenserians, Miltonic School, Chatterton, Ossian, the Gothic Romance and others. Not open to those who have had Eng. 216. Prereq., Eng. 2 or 4. Credit, two semester hours. Heidler.

225. RECENT BRITISH AND AMERICAN POETRY. A careful study of ten or twelve authors who have made distinctive contributions to the poetry of England and America. Prereq., 2 or 4. Credit, three semester hours. Foster.

245. TENNYSON AND BROWNING. A study of the most representative works of the two major Victorian poets. The course includes a brief consideration of the lives of these men in relation to their backgrounds and their art. Prereq., 2 or 4. Credit, three semester hours. Peckham.

250. BOOKS OF THE SEASON. This course is offered in the belief that many persons would like to form an acquaintance with the best literature of our own day and are unable to do so because they lack the means to buy books and are not near great public libraries. About fifteen of the outstanding books of recent years in several fields — the novel, drama, poetry, travel, biography, etc. — will be read for two semester hours of credit. The books are not to be studied; they are to be read for pleasure. The student will write an informal discussion of each. No text will be used but a special fee of three dollars is charged for the use of the books which are furnished by the Extension Division. Prereq., 2 or 4. Credit, two or three semester hours. Mackinnon.

277. THESIS WRITING. A course for students in all departments. Special attention is given to the form and organization of research papers in the field of interest. This course is designed primarily for graduate students who plan to use this course to assist them in writing their master's theses, however, no graduate credit can be received for its completion by correspondence study. Prereq., 12 hours. Credit, one semester hour. Caskey.

FINANCE

(See Commerce)

GEOGRAPHY AND GEOLOGY

Geography

5. COMMERCIAL AND INDUSTRIAL GEOGRAPHY. A study of the production, preparation, trade, and consumption of the world's major products of food, clothing, tools, and shelter. The course shows how the material things of the world have influenced man's interests. Credit, three semester hours. Potter.

102. GEOGRAPHY OF NORTH AMERICA. This course develops in considerable detail the geography of the natural resources of North America. It also develops a method of continental study for teachers. This course or any other of the continental courses offered should be taken as the second half of the year's work in geography. Credit, three semester hours. Cooper.

105. GEOGRAPHY OF LATIN AMERICA. See Geog. 102 for description. Credit, three semester hours. Cooper.

108. GEOGRAPHY OF EUROPE. A study of the physiographic and political divisions of Europe with the emphasis on the geographic influences as they affect the industrial and economic development. Credit, three semester hours. Dow.

132. CONSERVATION OF NATURAL RESOURCES. A survey of the field of modern conservation with the major emphasis on the history of the movement, soils, forests, minerals, drainage, water uses and modern land utilization. Credit, two semester hours. Dow.

145. GEOGRAPHIC INFLUENCES IN AMERICAN HISTORY. A course emphasizing the effects of geographic factors such as location, physiography, climate, land content, water bodies, soil and vegetation upon the historical development of our nation. Culture patterns and areal distributions are emphasized. Credit, three semester hours. Dow.

150. GEOGRAPHY AND ENVIRONMENT. A course in the aspects of geography which has to do with the response of man to his physical environment. A cultural and practical course. Credit, three semester hours. Cooper.

210. POLITICAL GEOGRAPHY. A study of geographical interpretation of international relations with emphasis on the influence of geographic factors on boundaries, colonial policies, and the struggles between countries over natural resources. Prereq., 6 hours in geography. Credit, three semester hours. Potter.

Geology

125. PHYSICAL GEOLOGY (PHYSIOGRAPHY). A course in physiographic (physical) geology embracing the earth's features with reference to their origin and significance. This course serves as an introduction to all other courses in geology. Credit, three semester hours. Potter.

GERMAN

The two elementary courses in German are intended for persons with little or no previous knowledge of the language. The objective of these courses is a reading knowledge of simple German, based on a thorough understanding of the essentials of grammar.

I-2. BEGINNING GERMAN. Ger. 1 is intended for persons who have not had any previous instruction in the language. It is equivalent to the work of the first semester in the university, or the first year in high school. It includes pronunciation; essentials of German grammar; and, practice in the reading, writing, and speaking of simple German. Ger. 2 is the equivalent of the work in the second semester in the university or the second year in high school. Prereq., for Ger. 2 is Ger. 1 or one year of high school German. Credit, four semester hours each course. Krauss.

101-102. INTERMEDIATE GERMAN. German grammar carefully reviewed, with exercises in composition directed to aid the student in his efforts at reading; the reading of several German short stories and some lyric poetry, grading from material easily read to that of intermediate difficulty. Ger. 102 continues grammar review and comparison; the reading of short stories, poetry, and one or two plays. Prereq., Ger. 2 or two years in high school. Credit, three semester hours each course. Mueller.

220. THE GERMAN SHORT STORY. A rapid reading course of representative stories (1840-1890) by Heyes, Storm, Stifter, Keller, and Meyer. Credit, two semester hours. Krauss.

GOVERNMENT

I, 2. AMERICAN GOVERNMENT. Govt. 1 presents a study of the American political system, including the historical background, the federal system, methods of popular control, and the organization and functioning of the national government. Govt. 2 deals with the first state governments, the constitutional position of the states, the organization and administration of state and local governments, and the relation of the citizen to the state. Credit, three semester hours each course. Smith, Morrison.

101. COMPARATIVE GOVERNMENT. A comparative study of American and European systems of government, including organization, procedure, popular representation, and recent developments. Credit, three semester hours. Smith.

203. MUNICIPAL GOVERNMENT. The development, organization, and politics of city government; municipal administration, including finance, health, utility regulation, city planning, and municipal ownership. Prereq., 6 hrs. Credit, two semester hours. Smith.

216. INTERNATIONAL RELATIONS. The foundations of international relations, including nationalism, imperialism, racial and economic factors; the practices of diplomacy; international organization; foreign policies of the great powers; efforts to preserve peace; and regional and world politics. Prereq., 6 hrs. Credit, two semester hours. Smith.

241. AMERICAN FOREIGN POLICY. The course traces the history of American foreign relations since the establishment of independence and gives a brief introduction to the practices of diplomacy, pertaining especially to the working organization of the Department of State. Prereq., 6 hours in government or history. Credit, three semester hours. Morrison.

243. AMERICAN POLITICAL THOUGHT. Early political ideas underlying the political institutions in the United States, and the development of political thought to the present. Prereq., 6 hours. Credit, two semester hours. Smith.

GREEK

(See Classical Languages)

HEALTH

(See Physical Welfare)

HISTORY

I, 2. A SURVEY OF EUROPEAN CIVILIZATION. A study of the development of European civilization from the decline of the Roman empire to the present time with a consideration of its economic, social, intellectual, cultural, and political phases. Credit, three semester hours each course. Hist. 1, Jones; Hist. 2, Volwiler.

II 0. HISTORY OF THE UNITED STATES TO 1861. This course follows the development of our country, considering the earliest inhabitants, the discoveries, exploration and colonization, revolution and independence, constitution, nationalism, the new West, and sectionalism. Credit, three semester hours. Hoover, Morrison.

III. HISTORY OF UNITED STATES SINCE 1861. This course begins with the Civil War and covers the field to the present time. Credit, three semester hours. Hoover, Morrison.

112. HISTORY OF GREECE. Credit, two semester hours. Brokaw.

113. HISTORY OF ROME. Credit, two semester hours. Brokaw.

115. THE OLD SOUTH. A study of the plantation regime in the United States, with emphasis on the daily life of the various types of plantations. Credit, three semester hours. Morrison.

116. THE NEW SOUTH. The course gives an understanding of the social, political, and economic life of the people of the South since the Civil War. Topics: the cotton plantation and Civil War time; the situation facing the disbanded soldiers; the farmer and the land; industrial development; labor conditions; the problem of white and black; educational progress; the South of today. Credit, three semester hours. Morrison.

132. HISTORY OF OHIO. A study of the history of the state of Ohio, from the first settlers to recent times. There is no satisfactory text on this subject; students who are enrolled in this course are expected to have access to either the publications of the Ohio Archaeological and Historical Society or Randall and Ryan's History of Ohio, five volumes. Credit, two semester hours. Hoover.

141, 142. HISPANIC AMERICA. A survey of Spanish and Portuguese America from the establishment of colonial settlements through the wars of independence; the transfer of Hispanic civilization in language, customs, religion, trade, and political institutions; Indian relations; labor and social conditions; education and industry; struggles for independence. The establishment of the modern republics; evolution of their political theory; struggles for political stability; exploitation of natural resources; diplomatic and commercial relations with the United States and Europe; international problems; contemporary progress. Credit, three semester hours each course. Smith.

169h. TEACHING OF HISTORY AND CIVICS IN JUNIOR AND SENIOR HIGH SCHOOLS. (Same as Ed. 169h) The development of instruction in history and civics, organization of the curriculum, classroom procedure, teaching materials, relation of history and civics to the other social studies, other problems related to the teaching of these subjects. Credit, two semester hours. Smith.

203. ENGLISH HISTORY, TUDOR PERIOD. The rise of England to a leading position, the formation of the Anglican church, the maritime expansion, and literary development are considered. Credit, two semester hours. Jones.

204. ENGLISH HISTORY, STUART PERIOD. The struggle between the king and parliament, the substitution of democracy for absolutism, and colonial expansion in America are considered. Credit, two semester hours. Jones.

211. FRENCH REVOLUTION AND NAPOLEONIC ERA, 1789-1815. The story of the French Revolution. The rise and fall of Napoleon the Great. Credit, three semester hours. Jones.

212. EUROPE IN THE NINETEENTH CENTURY. The course is the connecting link, in European history, between the Congress of Vienna and the World War. The development of the German Empire, the French Republic, the Italian Monarchy, the English "Democracy," and the Russian absolutism, and their inter-allied relations form the basis of the course. Credit, three semester hours. Jones.

235. HISTORY OF CANADA. Special reference is made to its relations with the United States. Credit, two semester hours. Hoover.

251. SECTIONAL CONTROVERSY, 1829-1850. Slavery and political controversy, rise of the common man, rural conditions, transportation, immigration, education, the factory system, reform agitation, territorial annexations, growth of nationality. Credit, three semester hours. Morrison.

253. THE UNITED STATES, 1850-1877. A view of the sections of the United States beginning in 1850 and the forces that brought on the Civil War; the great conflict, military and otherwise; the background of Reconstruction; program of the Radicals; restoration of home rule in North and South. Credit, three semester hours. Morrison.

254. CONTEMPORARY UNITED STATES. Social conditions in 1900; agriculture, business, transportation, communication, labor, imperialism and foreign trade, trends toward state capitalism and regulation, new governmental agencies, political changes, reforms, the new outlook. Prereq., 6 hrs. Credit, three semester hours. Morrison.

255. CONSTITUTIONAL HISTORY. A study of the making, ratifying, and development of the Federal Constitution. Credit, two semester hours. Hoover.

256. THE EMERGENCE OF MODERN UNITED STATES, 1877-1900. Social and intellectual conditions, political changes, agrarian unrest, rise of large corporations, railroad building, development of government regulation of big business, tariff policies during the Harrison-Cleveland era, the Spanish-American War, and the drift to imperialism and world power. Credit, three semester hours. Volwiler.

257. THE WESTWARD MOVEMENT. The expansion of settlement from the Atlantic Coast to the Pacific. Explorations, Indian trade, land policies, pioneer life, territorial acquisitions and state making, trails and railroads to the Far West, rise of cowboy land, types of later frontiers, and influence of the West upon American ideals and institutions. Credit, three semester hours. Volwiler.

258. STATESMEN OF THE UNITED STATES. This is an advanced course in which the entire field of American history is studied from the lives of the leading men of the times. Each student will prepare lessons on twenty characters assigned by the instructor. Credit, two semester hours. Hoover.

HOME ECONOMICS

Clothing and Textiles

110. TEXTILES. The course includes a study of textile fibers as to source, composition, and use; and fabrics from a structural, utilitarian, and an aesthetic standpoint. It consists of reading, problems, and laboratory work. The course is required for home economics majors electing teacher's or the business training course in clothing and textile fields. Credit, three semester hours. Morse.

The House and Its Equipment

131. HOME PLANNING. The course constitutes a brief survey of architecture together with a study of the house interior. Principles governing choice and arrangement of various phases of furnishings of a house are studied and practiced. Credit, three semester hours. Morse.

INDUSTRIAL ARTS

105. MATERIALS AND FINISHES. A study is made of the different materials and finishes that are generally used in the industrial arts shop, their sources, manufacture, and application. Credit, three semester hours. Kinison.

160m. TEACHING OF INDUSTRIAL ARTS. (Same as Ed. 160m) This is a study of the methods of teaching the industrial arts, and is required of all students whose major study is industrial arts. Students are taught to construct lesson plans and job sheets and to operate an accounting system for school shops. Emphasis will be placed on the making and scoring of shop tests and related information tests, and on the scoring of mechanical drawings and shop projects. Credit, three semester hours. Kinison.

226. HISTORY OF INDUSTRIAL AND VOCATIONAL ARTS. A study of the history, the current tendencies, and the methods of organization of the industrial and vocational arts. Special study of the Smith-Hughes law and the George Deen Act and their administration in the state. Credit, three semester hours. Kinison.

MARKETING

(See Commerce)

MATHEMATICS

1. ELEMENTARY ALGEBRA. A beginning course in algebra designed for students who have had no algebra in high school. The topics ordinarily considered in a year of algebra in high school are studied in this course. Credit, four semester hours. Denbow.

3. PLANE GEOMETRY. A beginning course in plane geometry designed for students who have had no geometry in high school. The work ordinarily done in a year in high school is done in this course. Prereq., 1 or 1 year high school algebra. Credit, four semester hours. Denbow.

5. FRESHMAN MATHEMATICS. A study of the number system, rational operations, equations, exponents, radicals, logarithms, quadratic equations, binomial theorem, the trigonometric functions, right triangles, the addition theorems, solution of triangles, and progressions. Prereq., 3, or 1 year of high school algebra and 1 year of high school geometry. Credit, five semester hours. Reed, Marquis.

6. FRESHMAN MATHEMATICS. (Analytic Geometry) Polar and rectangular coordinates, the study of equations and their graphs by both analytical and geometrical methods, the intersections of curves and tangents, the study

of the circle, hyperbola, elipse, and parabola. Prereq., 5. Credit, five semester hours. Starcher.

34. MATHEMATICS OF FINANCE. The course covers compound interest, annuities, sinking funds, depreciation, bond evaluation, and the elementary theory of life insurance. The course provides a source of practical problem material and a field for the application of elementary algebra. Prereq., 3, or one unit of high school algebra and 1 unit of high school geometry. Credit, three semester hours. Marquis.

105. COLLEGE GEOMETRY. This course is an extension of the geometry studied in the high school, and is of interest to teachers of the subject and to the general student of mathematics. The topics considered are loci, similar and homothetic figures, the triangle, and the theorems of Melelaus and Ceva. Prereq., 3, or high school geometry. Credit, three semester hours. Marquis.

117. DIFFERENTIAL CALCULUS. A study of variables and functions, theory of limits, the derivative and its applications, differentials, curvature, and the mean value theorem. Prereq., 6, or Analytic Geometry. Credit, four semester hours. Starcher.

118. INTEGRAL CALCULUS. Integration as the inverse of differentiation, special devices for evaluating an integral, the integral as a limit of a sum, the definite integral, and a short study of the simpler types of differential equations. Prereq., 117. Credit, four semester hours. Starcher.

MECHANICAL DRAWING

(See Civil Engineering)

MUSIC

History and Theory

11, 12. MUSIC HISTORY. Mus. 11 deals with the history of musical expression from primitive times covering the Greek and Roman period; early Christian music; polyphony; beginnings of opera, song oratorio, and orchestra; and the period of Classicism. The course is designed to give the student an intimate acquaintance with music through the study of forms of expression, instrumental and vocal, and the study of artists and their historic background. Mus. 12 includes a study of the eighteenth and nineteenth centuries with intensive study of the great musicians and movements of those periods. Before concluding the course a brief survey of the twentieth century music and its tendencies is made. Credit, two semester hours each course. Peterson.

105-106. HARMONY. Formation of major and minor scales; intervals, triads, and their relations in open and close position; harmonizing of melodies; inversions, cadences, sequences, passing and auxiliary notes; original work. The prerequisite of this course is a knowledge of elementary theory. Mus. 106 includes the seventh chord on the dominant and leading tones, and their inversions; chord of the ninth on the dominant and inversions; modulation to the dominant, subdominant and relative minor keys. Credit, two semester hours each course. Kresge.

PAINTING AND ALLIED ARTS

History

15. INTRODUCTION TO THE SPACE ARTS. The course is designed to foster an intelligent appreciation of architecture, painting, sculpture, and the minor arts. Planned for the benefit of the teacher who has not specialized in art, but who is required to teach it in a limited way, as well as for the person who wishes it for its cultural value. The appreciation of the student is developed through a study of the principles of composition, through an analysis of the works of the old and modern masters, and through a critical study of the aims and achievements of schools and movements in the plastic arts. Credit, two semester hours. Patton.

21-22. HISTORY OF THE SPACE ARTS. P. A. A. 21 is a chronological survey of the history of art from the earliest time to the Renaissance. The principal periods of art history are made familiar to the student through a study of the most significant surviving examples of architecture, sculpture, painting and the minor arts. P. A. A. 22 continues the history of art from the Renaissance to the present time. Credit, three semester hours each course. Lembach.

Representation

45, 46. METHODS IN REPRESENTATION. The relationship of human vision and experience to methods of representation in the field of painting. Credit, two semester hours each course. Mitchell.

PHILOSOPHY

83. INTRODUCTION TO NEW TESTAMENT THOUGHT. Religion has been one of the major factors in the development of civilization in the West, especially the Christian religion. To understand contemporary culture requires a true knowledge of this powerful movement in religion and morals. The most adequate and authentic source of this information for the formative period is the literature and history embodied in the New Testament. This course is meant to ascertain the origin and value of its several types of thought and experience for philosophy and religion. The course begins with a survey of the background and history of New Testament times. This is followed by a study of the development of the New Testament writings. With this as a basis, detailed study will be made of the teachings of Jesus and Paul and of the other important types of New Testament teaching. Credit, three semester hours. Houf.

101. GENERAL ETHICS. A general course in ethics in which the student is introduced to the main historical ethical philosophies of life as developed by the great thinkers and moralists. Study is made of the values, rights, duties, and virtues that are most important. Part of the course is given to adequate consideration of the chief personal and social problems of present-day life. The course emphasizes the idea of values, so important in current philosophy, and aims to develop a constructive view of personal and social morality. Credit, three semester hours. Houf.

103. INTRODUCTION TO PHILOSOPHY. For students who wish to know what philosophy is, what its problems are, and how philosophy is related to the

social sciences, to religion, morals, poetry and general literature. Following are some of the topics which will be treated in an elementary way: the origin and nature of knowledge, the meaning of explanation and the tests of truth; what is matter, life, and mind; evolutionism, naturalism, materialism, realism, pragmatism, idealism, mysticism, skepticism, and agnosticism; the soul, freedom, immortality, God, good, and evil. Credit, three semester hours. Martin.

PHYSICAL WELFARE

22. PERSONAL AND PUBLIC HEALTH. The object of the course is to provide students with a fundamental knowledge of the source of material and an appreciation of the means whereby the health of the individual and of the group may be improved. Credit, three semester hours. Trepp.

30. INTRODUCTION TO PHYSICAL WELFARE. Consideration is given the following: history, purpose, growth and development of health service, health instruction, recreation and athletics, health and physical education as a profession, curricula, personal qualifications, specialization, and social relationships. Credit, one semester hour. Nessley.

125. SCOUTING (MEN). The scout movement including organization and supervision of troops, test passing, hikes, company and general characteristics of boys. Credit, one semester hour. Trepp.

127. FIRST AID. The course is concerned with the treatment of emergencies and accidents in the home, on the street, in vocational pursuits, and on the athletic field. Emphasis is also placed on the teaching of safety in the elementary and secondary schools. Credit, two semester hours. Rhoads.

153. NATURE AND FUNCTION OF PLAY. A course dealing with the historical background, the theory, the need, and the administration of play, emphasizing play programs for schools, recreation centers, camps, and clubs. Credit, two semester hours. Rhoads.

167h. TEACHING OF HEALTH. (Same as Ed. 167h) A study of the various methods of instruction, principles, and curricula used in presenting health information to children of the different school levels. Prereq., Physical Welfare 22. Credit, two semester hours. Trepp.

167p. TEACHING OF PHYSICAL WELFARE. (Same as Ed. 167p) A course dealing with methods in physical welfare for elementary and secondary schools. Credit, one semester hour. Rhoads.

204. PRINCIPLES OF PHYSICAL WELFARE. Physical education in our modern program of education, its relationship to recreation and health education, and its contribution to living. Curriculum construction in the elementary and secondary schools. Credit, two semester hours. Rhoads.

206. ORGANIZATION AND ADMINISTRATION OF PHYSICAL WELFARE. Physical and health education in elementary and secondary schools, normal schools, and colleges. Athletic management, intramural activities, interscholastic and intercollegiate athletics. Credit, two semester hours. Nessley.

249. COMMUNITY RECREATION. A course for leaders and those interested in guiding leisure time programs. Topics include: brief history of the play movement, programs and program making, general administration of

playgrounds and community centers and activities. Credit, two semester hours. Nessley.

252. SCHOOL HEALTH PROGRAM. This course is concerned with the healthful school environment, teacher-pupil relationship, follow-up service, safety and accident prevention, and additional content necessary to construct an adequate school health program. Credit, three semester hours. Trepp.

PHYSICS

3, 4. THE PHYSICAL WORLD. This course is designed for those interested in physical science from a cultural standpoint. It attempts to guide non-technical students into the "hows" and "whys" of physical science by a descriptive method with a minimum of mathematics required. The subject matter includes such topics as: astronomy, thermal effects, sound and musical instruments, radio, talking and color movies, x-rays and radioactivity, light and color phenomena. It does not fulfill the physics requirements for pre-medical students. Credit, three semester hours each course. Edwards.

***5, 6. INTRODUCTION TO PHYSICS.** Prospective teachers of physics in high school, pre-med students, and others who desire a general knowledge of physics will find this course suitable. The course assumes a knowledge of elementary algebra, but the physical aspect of problems is considered more important than the mathematical solutions. Phys. 5 includes the study of liquids, gases, molecular physics, forces and types of motions, work and simple machines, temperature and its measurements, and the properties of heat. Phys. 6 is an elementary consideration of magnetism, electricity, wave motion, and sound. Credit, three semester hours each course. Edwards.

5a, 6a. INTRODUCTION TO PHYSICS LABORATORY. Phys. 5a covers mechanics, heat, and sound; Phys. 6a covers electricity and light. Credit, one semester hour each course. Roseberry.

PSYCHOLOGY

I. GENERAL PSYCHOLOGY. An elementary, scientific study of the most significant facts and principles of mental life designed to prepare the student for further work in this field and for a better understanding of himself and others. Credit, three semester hours. Scott.

3. CHILD PSYCHOLOGY. A detailed study of the development of the child mind from birth through the nursery school, kindergarten, and elementary school age. The nature and potentialities of the child at birth will be considered, the development of the senses, of motor ability, of social and emotional traits and attitudes, and intellectual abilities. Such topics will be treated as: play, language, children's reading, habit formation, discipline, the place of music, art, and constructive materials in the life of the child, moral and religious tendencies, agencies for the study of children and the advancement of child welfare. Credit, three semester hours. Porter.

5. EDUCATIONAL PSYCHOLOGY. The nature and rate of the learning process. The influence upon learning efficiency of such factors as heredity

*If a satisfactory laboratory is available, it is possible to secure four hours credit by enrolling for courses 5 and 5a or 6 and 6a, thus satisfying the pre-medical requirement. Credit for Introduction to Physics cannot be used to fulfill the physical science group requirements until satisfactory laboratory work has been completed. Courses 5, 6, 5a, and 6a will fulfill the requirements for eight semester hours in physics for entrance into medical schools.

and environment, maturation, emotion, motivation, etc. Fee, \$1. Prereq., 1. Credit, three semester hours. Gentry.

203. MENTAL MEASUREMENTS. A careful study of the methods and results of individual and group intelligence tests, of typical performance tests, and other methods used in mental analysis and measurements. Demonstration of the giving of both individual and group intelligence tests and actual testing by the student by both methods if arrangements can possibly be made. Emphasis will be given to the working up of test results and their application to the schools and individuals tested. Several recent books and articles from scientific journals will furnish the reading for the course. A fee of \$1.00 is charged for material furnished the student. Prereq., 6 hours. Credit, three semester hours. Porter.

210. MENTAL HYGIENE. The course is designed for teachers, advisers, social workers, parents, and all who daily encounter the mental distress of children and adults who because of unsatisfactory inner needs or because they are at odds with their environment are not making a good adjustment. In a word, it deals with people who are thrown out of balance by difficulties which reveal themselves in unhealthy mental traits, unacceptable behavior or inability to cope with social and achievement expectations—yet whose deviations do not place them in the category of abnormal. Contributions are examined from the fields of physiology, psychology, psychiatry, medicine, and sociology, but chiefly from psychology and psychiatry, and their findings analyzed and synthesized for the purpose of obtaining an enlightened attitude toward what constitutes mental health, and how it may be obtained and kept. Prereq., 6 hours. Credit, three semester hours. Patrick.

212. ABNORMAL PSYCHOLOGY AND MENTAL HYGIENE. The nature of the adjustments which man must make to live in the world today are discussed. The deviations which lead from the normal to the abnormal are pointed out in order that the student may recognize and understand the more common abnormalities and may, as far as possible, avoid developing such abnormalities himself. The course should also enable the student, if he chooses, to more successfully treat and alleviate the suffering of individuals so afflicted. Prereq., 6 hours. Credit, three semester hours. Scott.

215. SOCIAL PSYCHOLOGY. An intensive study of the social-mental relations between individuals, the mental nature of human social groups and their behavior; a study of the instincts which make for social and individual development. The significance of instincts, habit formation, and reflection in human social life. The social meaning of individual differences, methods of investigating social behavior, the psychology of moral, social, and religious development. Prereq., 6 hours. Credit, three semester hours. Porter.

217. THE PSYCHOLOGY OF PERSONALITY. The course undertakes to satisfy a growing demand on the part of teachers, business executives, and others for a more thorough understanding of the fundamentals of human personality. At the same time, it attempts to point out the most promising applications in the training and development of personality in children in the home and school; and in adults, in business and social life. Prereq., 6 hours. Credit, three semester hours. Porter.

SECRETARIAL STUDIES

(See Commerce)

SOCIOLOGY

3. EDUCATIONAL SOCIOLOGY. The course is intended to introduce teachers and school administrators to the sociological method of studying and evaluating educational theory and practice. It briefly deals with a discussion of education as a social process conditioned by social groups and institutions, social attitudes and values; the pupil as a person and as a member of various groups; the sociological basis of teaching and classroom organization; the curriculum in terms of social needs; the school in relation to the community. Credit, two semester hours. Jeddeloh.

5. RURAL SOCIOLOGY. A study of rural life from the standpoint of the groups in rural society. The composition of the rural population, the farm family, the church, school, recreation agencies, rural government, and health agencies are considered. The fundamental differences between rural and urban society are studied as well as the organization of rural society and the relationships between the town and country. Credit, two semester hours. Taylor.

6. RURAL LIFE MOVEMENT. A consideration of the purposes and activities of agencies which aim at the improvement of rural life: the Grange, Farm Bureau Federation, 4 H Club, and others. The recent changes in rural life including rural planning, health, delinquency, electrification, and changing social institutions are considered. Credit, two semester hours. Taylor.

101. PRINCIPLES OF SOCIOLOGY. The course is designed to introduce the student to the fundamental structures and processes of society and culture. Major divisions of the course cover topics such as: the nature of a social phenomena, factors conditioning social life, social processes, social structures, collective behavior, social change, social planning, sociology in theory and application. Credit, three semester hours. Jeddeloh.

103. SOCIAL PROBLEMS. A study of the major social problems of the United States including problems of the family, war, poverty, crime, problems of the urban and rural community. The influence of rapid social change on our society and its effect on personalities. Credit, three semester hours. Taylor.

125. CULTURAL ANTHROPOLOGY. A study of primitive people and their institutions in prehistoric and modern times for the purpose of recognizing universal human traits and the backgrounds of modern civilization. Credit, three semester hours. Taylor.

STATISTICS

(See Commerce or Education)

ZOOLOGY

103. READINGS IN BIOLOGY. A course for students interested in advances in biological fact and thought presented in a non-technical and yet authoritative manner, especially as these apply to the broad field of human affairs. The subject matter is presented through the reading of selected books and magazine articles. Prereq., a course in high school or college biology. Credit, one semester hour. Krecker.

107. PRINCIPLES OF HEREDITY. An introduction to heredity. Fundamental principles and mechanism of heredity and a review of what is known regarding heredity in man. Consideration of practical applications to heredity in social welfare, public affairs, and race betterment. Presupposes an introductory course in biology. Credit, three semester hours. Krecker.

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